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TITLE Protocol Modules on Teacher Strategies to Improve Pupil Self-Concept. Description of Teacher Inservice Education Materials.

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ABSTRACT

The teacher program described here seeks to widen a teacher's awareness of the effect of his/her actions and manner. The protocol module addresses the understanding of basic teaching concepts and the relation of these concepts to specific teacher behavior. Teacher awareness of anger, reinforcement, negative judgment, prompting, and praise is emphasized. Information is provided here on the purposes and content of the module as well as activities, resources, and history of development. A critique and ordering information are also included. (DS)

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ED166185

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PROTOCOL MODULES ON TEACHER STRATEGIES TO IMPROVE PUPIL SELF-CONCEPT

Publication Date(s): July, 1975

Intended Users: The developer states: " ....the USU Protocol Modules are designed primarily for preservice teachers and for teachers with limited experience...we have found that most experienced teachers also profit from them since many of the ideas and strategies covered are not found in conventional teacher education programs."

Grade Level(s): Elementary, secondary school

Number: Individual or group

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Primary Focus: The intent of the product is to effect a widening perception in a teacher's awareness of the effect of his/her actions and manner.

School subject(s) and/or inservice topic(s) covered:

The inservice topic addressed in this product is the understanding of basic teaching concepts and the relation of these concepts to specific teacher behavior. Teachers' evaluation of their own effectiveness through the methods presented is the product's major focus. Teacher awareness of anger, reinforcement, negative judgment, prompting and praise is emphasized.

What participant does in using the materials: The product includes an Instructor's Manual, which is the overall guide, and four separate student manuals, each accompanied by a consumable for testing. A 10-15 minute film comes with each of the four student manuals and a narration script is included in the manual. Participants' activities include reading the manuals, viewing the films, completing evaluation instruments, and if desired, engaging in discussion of the topics covered. They may also participate in the related learning activities suggested by the developer.

Resources: A 16mm film projector and screening room are needed for program implementation. An instructor, or coordinator of the testing procedure will be needed, particularly when the program is used by a group. Some spin-off activities suggested in the module's introduction would require additional resources, related to classroom discussion, role-playing, audiotaping plus feedback, and microteaching (short lesson, small number of pupils). Time required for program completion is variable, and will depend upon the way in which the program is implemented by individual users.

Describer critique:

This module is big on theory and aspirations and small on demonstration. The module's opening comment, "all too often teacher training courses leave the student with very little information on specific teaching behaviors" may sound true enough and may set up a wonderful format based on contradiction, but the module's success is only in the theory of specific teaching behaviors, not in the practice.

M67 developing self-concept - reinforcement/punishment/reward TD

SP013828

1.0 PURPOSES:

Rationale

The intent of the product is to provide self-instructional packages of printed and filmed lessons designed to help the preservice or inservice teacher understand important concepts relevant to teaching and to enable the user to relate these concepts to classroom practice.

Goals

The goals of the program are to increase teacher self-awareness and to improve his/her effectiveness in the classroom by use of the various techniques presented.

Objectives

The objective of the program is to provide participants with practical techniques for use in the classroom.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product consists of the following:

Introduction	2 pages
Specific Uses	3 pages
Methods Courses, Performance Activity, Educational Psychology Courses, Student Teaching, Inservice Programs, Description of Field Tests	7 pages
What the Student Learns	1 page
Sample Learning Sequence, Sample Introduction to Protocols	8 pages
Managing the Protocol Modules	1 page
Where Do I Start?, What Sort of Classroom Arrangements Lend Themselves to These Modules? Any General Procedures or Problems Worth Noting? How Can I Motivate Students to Complete these Packages? Two Inservice Applications in Ogden, Utah and Logan, Utah	28 pages
Specific Module Information	1 page
Student Module 1: Self-Perception - Description of the Concept	14 pages
Self-Perception Film Script	6 pages
Film	14 minutes
Managerial Checklist	1 page
Student Module 2: Teacher Anger - Description of the Concept	14 pages
Teacher Anger Film Script	5 pages
Film	11.5 minutes
Student Module 3: Verbal Description Part 1 - Description of the Concept	21 pages
Film Script	5 pages
Film	12 minutes
Checklist	1 page
Student Module 4: Verbal Description Part 2 - Description of the Concept	19 pages
Film Script	5 pages
Film	9 minutes
Checklist	1 page

Sequence

Each of the four specific behaviors are independent of each other and can be approached in a variety of sequences.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities: The developer states the following in regard to the processes which the participant experiences: "The learner is taken through the comprehension level where he has an abstract understanding of the concept to the recognition level where he can recognize ways of applying the concept to an actual teaching situation, to the application level in which he applies the concept in real or simulated teaching situations."

Each of the four student manuals go through this description/recognition/application in their format and provide "tasks" or various testing procedures after each main idea has been presented. A consumable comes with the manual on which the responses to the tasks are recorded. An instructor to coordinate the overall process is highly recommended and a manual has been written especially for this role.

The films are used in close linkage with the manual, and participants are asked to respond by way of identification to the behavior demonstrated in the film as the film is being screened.

3.2 Help given in use of product:

An Instructor's Manual is provided with the product and consists of 146 pages.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are extensive mid- and posttests throughout the module. The films have numbers appearing in the upper right corner which indicate when the participant is to make a response on the consumable. Tests could conceivably be administered by the participant, but an instructor is recommended.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Regarding procedures and time needed for program completion, the developer states the following: "In inservice programs it is important that teachers practice the skills covered in each module for at least two hours . . . before moving on to the next module."

The preservice program would undoubtedly be designed to last much longer; it is conceivable that curriculum for a part of a semester might be extracted from this material.

The product is highly adaptable, and therefore requirements vary for each situation. It is possible for a single teacher to implement this material during the course of one week's time without an instructor or other teachers. It is equally possible to use many months to implement this program for inservice teachers.

5.2 Distributor name/address:

National Resource and Dissemination Center
University of South Florida
Tampa, Florida 33620

Pat Anderson
(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PROTOCOL MODULES ON TEACHER STRATEGIES TO IMPROVE PUPIL SELF-CONCEPT - total package	$467.50	$15/5 days	1	yes
Instructor's Manual (if purchased separately)	3.00	no	1	yes
Student Manuals				
Consumables				

A 10% discount is offered if all units of this Protocol Module Series are purchased.

Student materials are not copyrighted and may be reproduced in quantity by users.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by Walter R. Borg, Ph.D., and Kathleen Van Horn of Utah State University, and by Philip Langer of the University of Colorado. According to the developers, "The USU Protocol Materials are another example of an ever-growing series of auto-instructional packages, representing a fusion of instructional technology and well-established instructional principles."

6.2 How developed and when:

The product was designed at Utah State and tested in the Utah Public school system prior to 1975.

6.3 Evidence of effectiveness with users:

The developer states the following regarding field testing of the product: "Dr. Malcolm Allred, Professor of Elementary Education, Utah State University, field tested the Self-Concept Modules for use in regular and seminar methods classes with both preservice and inservice teachers." No results (from the field testing), however, were forthcoming from Allred.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

There is a missing link somewhere in what this product says it is concerned with (practical application of a knowledge of teacher behavior in the classroom) and what it demonstrates as token classroom behavior. For instance, in one film participants are asked to identify a type of "teacher anger" from the comment, "Looks like the whole class could go to the moon and back before Douglas finds the right page." That is an example of "sarcasm" for the participant to mark on the answer sheet. The films are filled with similar kinds of narration. The supposed inservice demonstration of both proper and improper use of theory presented creates a questionable vision of application. The product is highly adaptable. The module is poorly organized; it causes an unfamiliar reader to constantly flip back to indices to find out where to go next.

Content accuracy/social fairness/community acceptance issues:

Factual information is accurate. There is no ethnic or sex bias nor is there any controversial content.

Overall summary/comment:

The module's main strength is its clear definitions of teacher perceptions and behavior, using solid examples of classroom incidents to illustrate. The describer feels that the film portion of this module is inconsistent in design with the written sections, and suggests that the films be previewed before being used in order to introduce them properly.

KD-8/77